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ABSTRACT

Published mainly between 1966 and 1969, 183 articles, books, papers, reports, and bibliographies related to school desegregation are listed under four headings, as follows: (1) Legal background, including assessments of court decisions, legislation, and administrative rules and regulations; (2) school-community relations, concerning patterns of interaction among school officials, desegregation supporters and opponents, and other interest groups, and the impact of these interactions on community conflict and cooperation; (3) implementation problems and techniques, defining the feasibility of alternative desegregation procedures; and (4) evaluation, referring to the impact of the desegregation policy at both national and local levels and to future research and evaluation needs. Several items are annotated. (JK)

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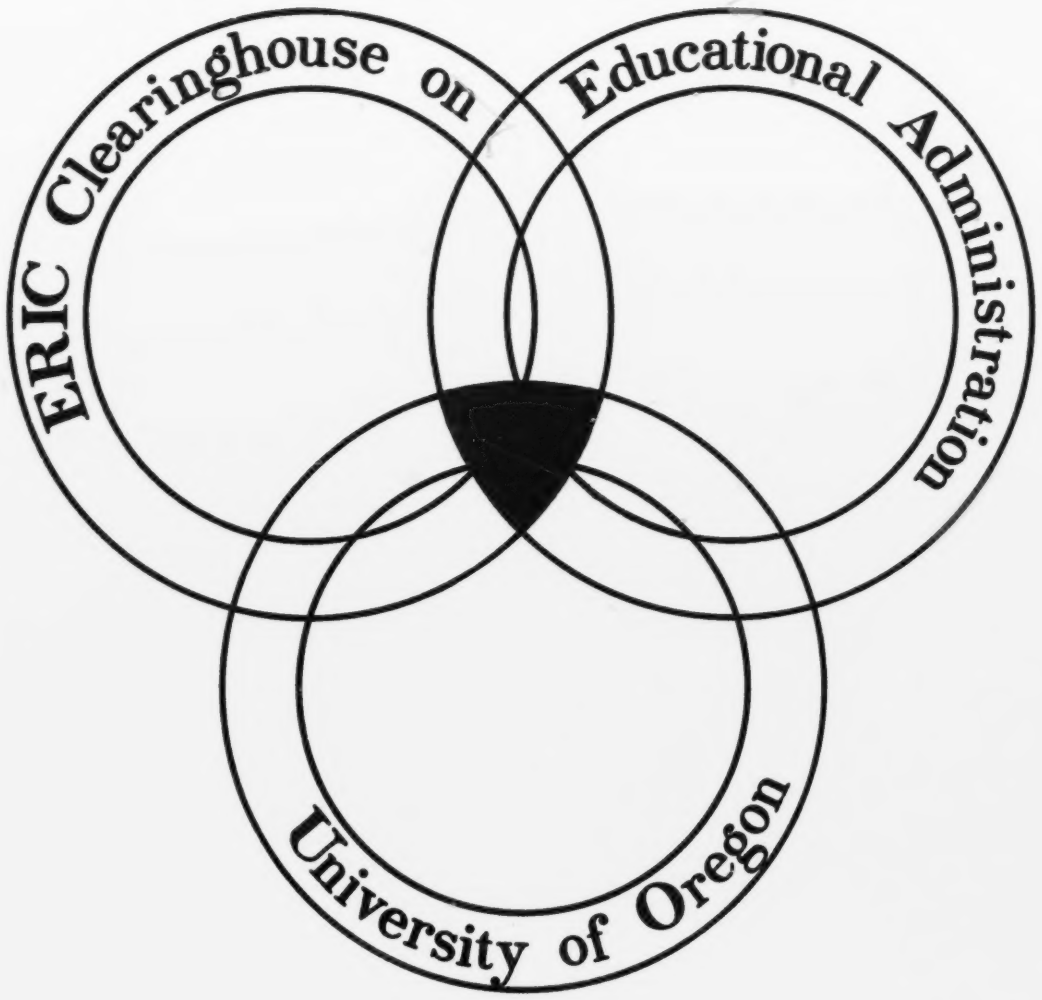

Implementing School Desegregation

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compiled by

John S. Hall

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Bibliography Series, Number Sixteen

Edited by Stuart C. Smith

Preface

The Educational Resources Information Center (ERIC) is a national information system operated by the U.S. Office of Education. ERIC serves the educational community by disseminating educational research results and other resource information that can be used in developing more effective educational programs.

The ERIC Clearinghouse on Educational Administration (ERIC/CEA), one of 19 such units in the ERIC system, was established at the University of Oregon in 1966. The Clearinghouse collects, indexes, and abstracts documents concerned with the leadership, management, and structure of public and private educational organizations on the elementary and secondary education levels. Documents processed by ERIC/CEA, together with documents processed by the other ERIC clearinghouses, are announced in Research in Education (RIE), ERIC's monthly index and abstract catalog. RIE is available in many libraries and by subscription for $21 a year from the U.S. Government Printing Office, Washington, D.C. 20402. Most of the documents listed in RIE can be purchased through the ERIC Document Reproduction Service, operated by The National Cash Register Company.

In addition to acquiring and processing documents, the Clearinghouse has another major function, that of information analysis and synthesis. ERIC/CEA prepares bibliographies, literature reviews, state-of-the-knowledge papers, and other interpretive research studies on topics in its educational area.

This bibliography is one of a series of bibliographies devoted to topics of widespread current interest in educational administration. The compiler, John S. Hall, is a doctoral candidate in the Department of Political Science at the University of Oregon. He is employed by the Clearinghouse as a document analyst.

Philip K. Piele
Director

Contents

Preface v

Introduction 1

Legal Background 3

School-Community Relations 7

Implementation Problems and Techniques 11

Evaluation 18

How to Locate and Order ERIC Documents 23

Introduction

Although equal opportunity for all citizens remains the long-range goal of this nation's educational policy, as prescribed by the U.S. Supreme Court in its 1954 Brown v. Board of Education of Topeka decision, the specific requirements and methods for implementing this policy have changed significantly. Since 1954, various litigation, federal legislation, and administrative rules and regulations have amended and further defined the Brown decision. Many changes in the equal opportunity policy are the result of evaluating and improving upon initial desegregation efforts.

Numerous books, articles, and reports have been published analyzing the desegregation policy's impact, assessing the techniques and methods of desegregation that have been attempted, and recommending additional directions desegregation policy should follow. This literature, concerned with the problems of and means and reasons for desegregating the schools, is the subject of this bibliography. The listing is intended to be of special interest to school administrators, social scientists, and citizens involved in implementing the national school desegregation policy.

In compiling the bibliography, emphasis was placed on materials that accurately define the policy in its present state and that interpret current implementation efforts. For this reason, only literature published from 1966 through 1969 has been cited. Exceptions are made for a few documents containing significant material not found in the more recent literature. Readers wishing to review earlier literature are referred to the bibliographies cited in part 4, especially Weinberg's School Integration. Materials dealing specifically with the psychological effects of desegregation are not included.

A total of 183 documents are listed alphabetically in four parts. Part I includes assessments of court decisions, legislation, and administrative rules and regulations affecting school desegregation.

In developing viable desegregation plans, school officials must understand not only the legal boundaries, but also the constraints superimposed on those boundaries by the actions of community groups. The literature listed in part 2 describes the patterns of interaction and influence among school officials, desegregation supporters, desegregation opponents, and other interest groups, and assesses the impact of these interactions on the level of community conflict and cooperation during desegregation.

Documents cited in part 3 offer specific guidelines and recommendations for implementing desegregation. Much of this literature deals with the feasibility of alternative methods and techniques, often based on the first-hand experience of school districts that have been involved in desegregation.

Part 4 includes evaluations of the impact of the desegregation policy on both national and local levels. Suggestions for future research and evaluation needs and bibliographies of earlier desegregation literature are also listed in this section.

These four categories are by no means mutually exclusive. In several cases where contents of a document overlap into two or more categories, the document has been listed in the one deemed most appropriate.

Several citations have been provided with annotations to alert the reader to important contributions not apparent from the document's title.

John S. Hall

1.

Legal Background

Avins, A. Towards freedom of choice in education. Journal of Urban Law, 45 (Fall 1967), 23+.

Bailey, Stephen K., and Mosher, Edith K. ESEA: the Office of Education administers a law. Syracuse, New York: Syracuse University Press, 1968. Pp. 391.

This comprehensive analysis of the role of the Office of Education in implementing the Elementary and Secondary Education Act of 1965 includes a description of the development and administration of OE's school desegregation rules and regulations, as established by Title VI of the Civil Rights Act of 1964.

Bailey, Stephen K., and Mosher, Edith K. Implementation of Title VI of the Civil Rights Act. Phi Delta Kappan, 49 (February 1968), 300-302.

Black and white: desegregation dispute in Mt. Vernon. Columbia Journal of Law and Social Problems, 5 (August 1969), 112+.

Bolner, J. Politics of racial imbalance legislation: Massachusetts 1965. Harvard Journal on Legislation, 5 (November 1967), 35.

Bolner, J. Supreme Court and racially imbalanced public schools in 1967. The Journal of Negro Education, 38 (Spring 1969), 125-134.

Brown and bussing. Journal of Urban Law, 44 (Summer 1967), 635.

Buchmiller, A.A., and Teitel, Martin. A working paper on problems of racial imbalance in the schools. May 1966. Pp. 24. (ED 016 696; $0.25 MF, $1.30 HC.)

Reviews the legal issues and court decisions related to de facto school segregation.

Cabinet squabbles confuse policies on desegregation. Nation's Schools, 84 (October 1969), 36.

Carter, Robert L. The law and racial equality in education. Journal of Negro Education, 37 (Summer 1968), 204-211.

Carter, Robert L. Warren court and desegregation. Michigan Law Review, 67 (December 1968), 237+.

Clark, D.K., and Burns, W. H. Realpolitik of racial segregation in Northern public schools: some pragmatic approaches. Howard Law Journal, 14 (Summer 1968), 217+.

Cohen, D.K. Defining racial equality in education. UCLA Law Review, 16 (February 1969), 255+.

Constitutionality of adventitious segregation in the public schools. University of Illinois Law Forum, (Fall 1967), 680+.

Courts, HEW, and Southern school desegregation. Yale Law Journal, 77 (December 1967), 321+.

De facto school segregation and the law: focus San Diego. San Diego Law Review, 5 (January 1968), 57+.

Each local school system not already under a court order to desegregate shall institute a plan conforming to the accompanying decree, under a statewide order for school desegregation to be implemented by defendent state school officials--the 1965 Alabama tuition-grant statute is unconstitutional as a law designed to perpetuate a segregated state school system. Harvard Civil Rights-Civil Liberties Law Review, 3 (Fall 1967), 167+.

Equal educational opportunity: the limits of constitutional jurisprudence undefined. University of Chicago Law Review, 38 (Summer 1968), 583+.

Ethridge, S.B. Court decisions: impact on staff balance. Educational Leadership, 26 (December 1968), 235-239.

Feldstein, Sylvan G., and Mackler, Bernard. School desegregation and the law in New York City: the case of "In re Skipwith." New York: Center for Urban Education, May 1968. Pp. 83. (ED 029 918; $0.50 MF, $4.25 HC.)

Freedom of choice in the South: a constitutional perspective. Louisiana Law Review, 28 (April 1968), 455.

Freedom of choice plans are not to be used when more effective means for desegregation are available. Vanderbilt Law Review, 21 (November 1968), 1,093+.

Gozansky, N.E., and others. School desegregation in the fifth circuit. Houston Law Review, 5 (May 1968), 946+.

Hansen, C.F. Hansen v. Hobson: judicial intervention is being tested. Integrated Education, 7 (September 1969), 23-29.

HEW guidelines constitutionally require school boards to affirmatively abolish the existing effects of de jure segregation. Rutgers Law Review, 21 (Summer 1967), 753+.

The HEW guidelines and minimum standards for a free choice school desegregation program. Harvard Law Review, 81 (December 1967), 474+.

Hobson v. Hansen (269 F. Supp. 401): judicial supervision of the color-blind school board. Harvard Law Review, 81 (May 1968), 1,511+.

Hobson v. Hansen: the de facto limits on judicial power. Stanford Law Review, 20 (June 1968), 1,249+.

Howe, Harold, II. How new desegregation rules will work. Nation's Schools, 81 (April 1968), 19-21.

Leeson, Jim. How powerful a weapon did Wright provide? Southern Education Report, 3 (September 1967), 20-23.

Massachusetts racial imbalance act. Harvard Journal on Legislation, 5 (November 1967), 83.

McGarrick, E.M. Desegregation and the judiciary: the role of the federal district court in educational desegregation in Louisiana. Journal of Public Law, 16 (1967), 107.

New civil rights director tells desegregation plans. Nation's Schools, 84 (July 1969), 20+.

Punke, H.H. Teacher assignment in school desegregation. Alabama Lawyer, 29 (July 1968), 250+.

Redfern, G.B. Court decisions: the school administrator's dilemma. Educational Leadership, 26 (December 1968), 232-234.

Reutter, Edward Jr. The law, race, and school districting. Address presented at special training institute on problems of school desegregation--Columbia University, New York, July 10-12, 1968. (ED 030 692; $0.25 MF, $0.90 HC.)

Rousselot, P.F. Achieving equal educational opportunity for Negroes in the public schools of the North and West: the emerging role for private constitutional litigation. George Washington Law Review, 35 (May 1967), 698-719.

School authorities have affirmative duty to integrate school system. Vanderbilt Law Review, 20 (November 1967), 1,336.

School desegregation and the Office of Education guidelines. Duquesne University Law Review, 6 (Summer 1968), 373+.

Speer, Hugh W. A historical and social perspective on Brown v. Board of Education of Topeka with present and future implications. Final report. Kansas City: University of Missouri, May 1968. Pp. 313. (ED 024 747; $1.00 MF, $15.75 HC.)

This report is a thorough and up-to-date review of the case law affecting school desegregation. The appendix contains the statement by social scientists on the effects of segregation and the anticipated consequences of desegregation that was accepted as evidence by the Supreme Court in the Brown case.

Statute requiring redrawing of school attendance zones to achieve racial balance violates equal protection clause of the fourteenth amendment. Harvard Law Review, 81 (January 1968), 697+.

Steif, William. The new look in civil rights enforcement. Southern Education Report, 3 (September 1967), 2-9.

Tax-exempt status of segregated schools. Tax Law Review, 24 (March 1969), 409+.

U.S. Commission on Civil Rights. Federal rights under school desegregation law. Washington, D.C.: USCCR, June 1966. Pp. 25. (ED 019 374; $0.15 MF, $1.35 HC.)

U.S. Department of Health, Education and Welfare, Office of Education. General statement of policies under Title VI of the Civil Rights Act of 1964 respecting desegregation of elementary and secondary schools. April 1965. Code of Federal Regulations, Title 45, part 181.

U.S. Department of Health, Education and Welfare, Office of Education. Revised statement of policies for school desegregation under Title VI of the Civil Rights Act of 1966. March 1966, Code of Federal Regulations. Title 45, part 181.

U.S. Department of Health, Education and Welfare, Office of Education. Policies on elementary and secondary school compliance with Title VI of the Civil Rights Act of 1964. Washington, D.C.: U.S. Government Printing Office, 1968.

Wall of racial separation: the role of private and parochial schools in racial integration. New York University Law Review, 43 (May 1968), 514+.

Weil, R.A. Tax exemptions for racial discrimination in education. Tax Law Review, 23 (March 1968), 399+.

2.
School-Community Relations

Anderson, J.G., and Safar, D. The influence of differential community perceptions on the provision of equal educational opportunities. Sociology of Education, 40 (Summer 1967), 219-230.

Bash, J.H., and Long, R. L. Public relations in desegregated schools. The Education Digest, 34 (December 1968), 29-31.

Beker, Jerome. Another look at race and education. Pp. 8. (ED 023 753; $0.25 MF, $0.50 HC.)

Some positive programs for dealing with community conflict are suggested in this report of a national conference on race and education attended by 600 educational administrators, school board members, civil rights leaders, government officials, university scholars, high school students, parents, and representatives of private enterprise.

* California State Department of Education. Improving ethnic balance and intergroup relations: an advisory report to the Board of Education, Corona Unified School District. Sacramento, California: CSDE, October 1967. Pp. 29. (ED 024 709; $0.25 MF, $1.55 HC.)

* California State Department of Education. Improving ethnic balance and intergroup relations: an advisory report to the Board of Education, New Haven Unified School District. Sacramento, California: CSDE, November 1967. Pp. 44. (ED 024 710; $0.25 MF, $2.30 HC.)

* California State Department of Education. Improving ethnic balance and intergroup relations: an advisory report to the Board of Education, Santa Barbara City Schools. Sacramento, California: CSDE, May 1968. Pp. 88. (ED 024 711; $0.50 MF, $4.50 HC.)

* California State Department of Education. Improving racial and ethnic distribution and intergroup relations: an advisory report to the Board of Education, Vallejo Unified School District. Sacramento, California: CSDE, April 1968. Pp. 73. (ED 024 705; $0.50 MF, $3.75 HC.)

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* These reports include specific recommendations for maximizing school-community relations during desegregation.

The Center Forum, 3 (May 15, 1969), 1-32.

This issue is devoted entirely to the community control-decentralization controversy. A comprehensive and up-to-date bibliography is included and should be reviewed by anyone interested in this specific topic.

Community control of the public school--practical approach for achieving equal educational opportunity: a socio-legal perspective. Suffolk University Law Review, 3 (Spring 1969), 308.

Crain, Robert L, and others. The politics of school desegregation. Chicago: Aldine Publishing Company, 1968. Pp. 390. (Also available in paperback edition; New York: Anchor Books, 1969. Pp. 415.)

This detailed comparative study of the school desegregation process in eight Northern urban school systems and seven Southern school systems approaches the problem of desegregation as a community decision. The work thoroughly analyzes the interactions between school officials and community leaders and the consequences of these interactions for compliance or resistance to the desegregation policy.

Crain, Robert L, and others. School desegregation in New Orleans, a comparative study of the failure of social control. Chicago: National Opinion Research Center, University of Chicago, May 1966. Pp. 188. (ED 010 046; $0.75 MF, $9.50 HC.)

Crain, Robert L., and Street, David. School desegregation and school decision-making. Urban Affairs Quarterly, 2 (September 1966), 64-82.

Dentler, Robert A. Barriers to Northern school desegregation. 1966. Pp. 21. (ED 012 729; $0.25 MF, $1.15 HC.)

Dewing, R. National Education Association and desegregation. Phylon, 30 (Summer 1969), 109-124.

Gittell, Marilyn, and Hevesi, Alan G. (Eds.). The Politics of urban education: New York: York: Frederick A. Praeger, Inc., 1969. Pp. 386

Goldhammer, Keith, and others. The politics of defacto segregation: a case study. Eugene: Center for Advanced Study of Educational Administration, University of Oregon, May 1969. Pp. 63. (ED 032 622; $0.50 MF; $3.40 HC.)

Hamilton, C. White communities not ready for integrated schools. School and Society, 96 (Summer 1968), 262.

Johnson, Carroll F., and Usdan, Michael D. (Eds.). Equality of educational opportunity in the large cities of America: the relationship between decentralization and racial integration. New York: Columbia University, 1968. Pp. 197. (ED 029 388; $1.00 MF, $10.00 HC.)

Papers by 11 leading authorities assess the dilemma faced by many urban school systems because of the simultaneous demands for integration and decentralization of city schools.

Orfield, G. Politics of resegregation. Saturday Review, 52 (September 20, 1969), 58-60+.

Platte, William J., and Harker, Robert A. Improving racial balance in the San Francisco Public Schools. Summary report. Menlo Park, California: Stanford Research Institute, March 1967. Pp. 48. (ED 030 686; $0.25 MF, $2.50 HC.)

Roberts, W. The battle for urban schools. Saturday Review, (November 16, 1968), 97-101+.

Rogers, David. 110 Livingston Street: Politics and bureaucracy in the New York City schools. New York: Random House, 1968. Pp. 584.

This comprehensive case study focuses on New York City's educational administration and its relations with other city institutions, civic groups, teachers, and administrators during desegregation and decentralization controversies. Several strategies for change are suggested.

Rousseve, R.J. Social hypocrisy and the promises of integrated education. Integrated Education, 7 (November 1969), 42-50.

School decentralization: legal paths to local control. Georgetown Law Journal, 57 (May 1969), 992+.

Sizemore, B.A., and Thompson, A. Separatism, segregation and integration. Educational Leadership, 27 (December 1969), 239-242.

Stevens, Leonard B. School decentralization v. racial integration. Education News, 3 (August 5, 1968), 1+.

Stinchcombe, A. L., and others. Demography of organizations. American Journal of Sociology, 74 (November 1968), 221-229.

Swanson, Bert E. Decision-making in the school decentralization controversies Final report. Bronxville, New York: Sarah Lawrence College, Center for Continuing Education and Community Studies, 1969. Pp. 316. (ED 032 378; $1.25 MF, HC not available from EDRS.)

Teele, James E., and Mayo, Clara. School racial integration: tumult and shame. Journal of Social Issues, 25 (January 1969), 137-156.

Willie, Charles V. New perspectives in school-community relationships. Journal of Negro Education, 37 (Summer 1968), 220-226.

3.

Implementation Problems and Techniques

Affirmative integration: studies of efforts to overcome de facto segregation in the public schools: a symposium. Law and Society Review, 2 (November 1967).

This journal contains a comparative analysis of desegregation efforts in eight Northern cities. Each of the separately authored articles is listed in this section alphabetically by author. Reprints of the articles are also found in Hill and Feeley, 1969, cited below.

American Association of School Administrators. School racial policy. Washington, D.C.: AASA, 1966. Pp. 42. (ED 023 709; $0.25 MF, HC not available from EDRS; available from AASA, 1201 16th Street, N.W., Washington, D.C. 20036, for $2.00.)

Provides guidelines for obtaining support for integration programs and specific descriptions of alternative integration methods.

Bash, James H., and Morris, Thomas J. Practices and patterns of faculty desegregation, a guidebook. Bloomington, Indiana: Phi Delta Kappa, 1967. Pp. 28. (ED 020 277; $0.25 MF, $1.50 HC.)

Bash, James H., and Morris, Thomas J. Utilizing community resources to implement school desegregation, a guidebook. Bloomington, Indiana: Phi Delta Kappa, Commission on Education and Human Rights, 1968. Pp. 28. (ED 026 740; $0.25 MF, $1.50 HC.)

Berkeley Unified School District. Integrated quality education: a study of educational parks and other alternatives for urban needs. Berkeley, California: BUSD, July 1968. Pp. 84. (ED 024 127; $0.50 MF, $4.30 HC.)

The first sections of this report deal with the planning process for dissolution of segregation in Berkeley's schools. The remaining portions deal with long-range planning for an educational park and include a careful analysis of the costs associated with various innovations.

Berkeley Unified School District. Integration of the Berkeley elementary schools: a report to the superintendent. Berkeley, California: BUSD, September 1967. Pp. 70. (ED 026 438; $0.50 MF, $3.60 HC.)

Bouma, Donald H., and Hoffman, James. The dynamics of school integration: problems and approaches in a Northern city. Grand Rapids, Michigan: William B. Eerdmans Publishing Co., 1968. Pp. 158.

Buskin, M. City-to-suburb busing: what next for Great Neck? School Management, 13 (April 1969), 58-60+.

Buskin, M. How schoolmen are handling the hot ones: integration, innovation, negotiation. School Management, 11 (June 1967), 59-69.

Buskin, M. Problem: how to integrate a 5000-student suburban school system, Inkster, Michigan. School Management, 11 (June 1967), 64-65.

Buskin, M. Problem: selling an integration plan to a community; Evanston, Illinois. School Management, 11 (June 1967), 67-68.

Buss, W.G. Affirmative integration: New Haven. Law and Society Review, 2 (November 1967), 32-41.

Campbell, A.K., and Meranto, P. The metropolitan education dilemma: matching resources to needs. Urban Affairs Quarterly, 2 (September 1966), 42-63.

Coffin, Gregory C. How Evanston, Illinois integrated all of its schools. Paper presented at National Conference on Equal Educational Opportunity, Washington, D.C., November 16-18, 1967. (ED 023 740; $0.25 MF, $0.90 HC.)

Cohen, W. Affirmative integration: Pasadena. Law and Society Review, 2 (November 1967), 42-52.

Cohodes, A. Chicago board vacillates, but finally agrees to bus. Nation's Schools, 81 (April 1968), 22.

Coons, J.E. Affirmative integration: Chicago. Law and Society Review, 2 (November 1967), 80-86.

Coons, J.E. Affirmative integration: Evanston. Law and Society Review, 2 (November 1967), 14-18.

De Roche, E.F. De facto segregation; a primer for school personnel. The Instructor, 77 (October 1967), 85.

Edwards, T. Bentley, and Wirt, Frederick M. (Eds.). School desegregation in the North. San Francisco: Chandler Publishing Co., 1967. Pp. 352.

The editors present a framework for analysis of desegregation policy in chapters 1, 2, and 13. Other contents include separately authored case studies of desegregation efforts in Berkeley, Sacramento, Riverside, San Bernardino, and Sausalito-Mill Valley, California.

Egerton, John. De facto segregation: a tale of three cities. Southern Education Report, 3 (September 1967), 10-16. (ED 021 914; $0.25 MF, $0.45 HC.)

Glazer, Nathan. School integration policies in Northern cities. In The Urban School Crisis. New York: League for Industrial Democracy, United Federation of Teachers, AFL CIO, 1966.

Grotberg, Edith H. Progress report of the Washington Integrated Secondary Education Project. Addendum II. Washington, D.C.: School of Education, George Washington University, June 1967. Pp. 48. (ED 021 909; $0.25 MF, $2.50 HC.)

Hartford Public Schools. Equal educational opportunity in the cities, the report of the Hartford Conference. Hartford, Connecticut: HPS, 1967. Pp. 54 (ED 019 353; $0.25 MF, $2.80 HC.)

Position papers report on school desegregation progress and methods in Hartford, Connecticut; Berkeley, California; and Greenburgh, New York.

Havighurst, R.J. These integration approaches work, sometimes; desegregation efforts in cities across the country. Nation's Schools, 80 (September 1967), 73-75.

Hendrich, Irving G. The development of a school integration plan in Riverside, California: a history and perspective. Riverside, California: Riverside Unified School District, September 1968. Pp. 272. (ED 028 210; $1.25 MF, $13.70 HC.)

Heyman, I.U. Affirmative integration: Berkeley. Law and Society Review, 2 (November 1967), 21-30.

Hill, Rosco, and Feeley, Malcom. Affirmative school integration: efforts to overcome de facto segregation in urban schools. Beverly Hills, California: Sage Publications, 1969. Pp. 192.

Eight case studies that originally appeared in Law and Society Review (November 1967) are reprinted in this volume, which also contains five reviews of recent literature on race and education.

Hontz, Glenn. Special training institute on problems of desegregation. New Orleans, Louisiana: Tulane University, August 1967. Pp. 100. (ED 027 242; $0.50 MF, $5.10 HC.)

This report describes a 6-week HEW-sponsored training institute for teachers and administrators about to be assigned to mixed schools.

Johnson, C.F., and Booth, J. Achieving racial balance; the White Plains story. School Management, 12 (January 1968), 45-49. (ED 024 701; $0.25 MF, $0.50 HC.)

Kapan, J. Affirmative integration: San Francisco. Law and Society Review, 2 (November 1967), 64-79.

Mack, Raymond W. (Ed.). Our children's burden: studies of desegregation in nine American communities. New York: Random House, 1968. Pp. 473.

Marden, R. H. Affirmative integration: Albany. Law and Society Review, 2 (November 1967), 61-63.

McWilliams, Dorothy. How can racially balanced education be implemented? Paper distributed at Professional Education Seminar, University of Northern Iowa, Cedar Falls, November 1968. Pp. 7. (ED 024 639; $0.25 MF, $0.45 HC.)

Offers NEA-sanctioned guidelines for eliminating de facto school segregation.

Nearly 3 of 4 frown on busing for desegregation; school administrator's opinion poll. Nation's Schools, 81 (May 1968), 88.

New York State Board of Regents. Integration and the schools; statement of policy and recommendations. New York State Education, 55 (May 1968), 11-15.

Nyquist, E. B. Integrated education: its opportunities and obligations. New York State Education, 55 (March 1968), 2-7.

O'Brien, Richard J. A model for the determination of school attendance areas under specified objectives and constraints. Washington, D.C.: National Center for Educational Statistics, January 22, 1968. Pp. 17. (ED 018 859; $0.25 MF, $0.95 HC.)

Presents a model for determining required school attendance areas when restrictions have been placed on the racial and/or social composition of each school plant. These attendance areas are designed to minimize the total distance traveled by all students.

Principal's problem: busing children out of neighborhood schools. The Instructor, 77 (March 1968), 27.

Public Affairs Research Council of Louisiana. Improving quality during school desegregation. Baton Rouge, Louisiana: PARCL, 1969. Pp. 123. (ED 029 363; $0.50 MF, $6.45 HC.)

Reisner, R. Affirmative integration: St. Louis. Law and Society Review, 2 (November 1967), 53-60.

Richter, C. O., and Overlan, S. F. Will urban-suburban busing work? Nation's Schools, 80 (August 1967), 32-33.

Rochester City School District. A cooperative program between a city school district and a suburban school district. Rochester, New York: RCSD, July 1967. Pp. 25. (ED 023 746; $0.25 MF, $1.35 HC.)

Sacramento City Unified School District. Equal educational opportunity in the Sacramento City Unified School District: a report to the Board of Education. Sacramento, California: SCUSD, May 1965. Pp. 124. (ED 028 230; $0.50 MF, $6.30 HC.)

This report contains the findings of a citizens advisory committee charged with investigating the causes and effects of segregation in Sacramento. Specific recommendations for improvement are offered.

Schafer, Ronald (Comp.). Report of the Educational Park Advisory Committee to the Metropolitan Education Sub-committee of the Joint Committee on Education. Olympia, Washington: Washington State Legislature, August 1968. (ED 028 543; $0.25 MF, $1.40 HC.)

This document contains an advisory committee's proposal for an educational park as a means for coping with de facto segregation in Seattle. Contains a tentative plan and proposed legislation for implementation.

Sinclair, Ward. Trigg county tried 'pairing,' and it worked. Southern Education Report, 3 (September 1967), 24-27. (ED 021 916; $0.25 MF, $0.20 HC.)

Smith, D.H. Changing controls in ghetto schools. Phi Delta Kappan, 49 (April 1968), 451-452.

St. Louis Public Schools. Replies to 136 statements, accusations, and criticisms of desegregation policies and practices of the St. Louis Board of Education and school administrators. St. Louis: SLPS, May 1963. Pp. 133. (ED 029 050; $0.75 MF, $6.75 HC.)

A thorough explanation of one school district's decision to redraw school boundaries. Methods and techniques are specified.

Stout, Robert, and Inger, Morton. School desegregation: progress in eight cities. Chicago: U.S. Commission on Civil Rights (ED 015 976; $0.25 MF, $0.96 HC.)

Sullivan, N.V. Should administrators seek racial balance in the schools? Phi Delta Kappan, 49 (March 1968), 378-80.

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